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ABSTRACT

Eleven brief articles focus on specific learning disabilities with emphasis on programs in New York State and City. Articles have the following titles and authors: "The History of Learning Disabilities Revisited" (J. Wiederholt, G. Hale); "The Learning in Learning Disability--Ask What, Not Why" (R. Schworm) which stresses the need to identify problem behavior not global causes); "The Resource Room's Role in School Discipline" (D. Leach, S. Quinby); "Legislation and the Resource Room--The New York City Program" (J. Luchow, et al.); "An Administrative Perspective on Implementing a Learning Disabilities Program under P.L. 94-142" (M. Burwell); "A Modified I.E.P. Responds to Instructional Needs" (G. Schena); "The Teaching Assistant--Professional Partner in Special Education" (M. Broth); "Guidance and Mainstreaming" (L. Smith); "Toward a Taxonomy of Specific Learning Disabilities" (J. Gould); "Five Faces of Cognition--Theoretical Influences on Approaches to Learning Disabilities" (W. Hresko); and "Learning Disabilities in the '80s--New York DCLD" (S. Johnson). (DB)

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ISSUE TOPIC: A VARIED PERSPECTIVE ON SPECIFIC LEARNING DISABILITIES

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VIEWPOINT

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Being guest editor of a publication on learning disabilities forces one to reflect on the field and to develop a perspective as to "how we got to where we are". In developing such a perspective, it is important to be aware that the characteristics of the condition and their effects on learning were identified and described long before the term learning disabilities was adopted. Indeed, the introduction of the term served to consolidate the varying manifestations of severe learning difficulty under the one rubric and thus provided the category. While parents and professionals have been concerned with the symptoms commonly associated with learning disabilities for well over two and a half centuries, learning disabilities is a relatively young field of special education spanning less than twenty years. Only recently has the handicapping condition of specific learning disabilities achieved the official recognition long sought by parents and professionals. In effect however, specific learning disabilities remains a rather nondescript term accounting for a multiple and individual set of behaviors having the commonality of severe learning disorder not attributable to other categories of learning impairment. It is the manifestation of the disability upon learning that provides the category with homogeneity. The fact that the term does not provide a direct behavorial or educational implication does not detract from the need of the individual so handicapped. The very lack of specification indeed requires the educator to seek specification, to identify the individual needs of the learning disabled individual, and to provide appropriate services. Because of the term, specific learning disabilities more than any other handicapping category requires considerable effort at every level of education for appropriate identification, assessment, instruction, teacher training, and research.

The articles contained in this issue were selected for the purpose of contributing to the reader's own perspective of specific learning disabilities. The articles reflect not only the many dimensions of the field but also the orientations of the authors and their respective positions in education. Wiederholt & Hale's updated historical perspective brings us from past to present.

(Continued on Page 28)

The History Of Learning Disabilities Revisited

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In 1974, a history of learning disabilities (LD) was presented by Wiederholt in *The Second Review of Special Education* (Mann and Sabatino, 1974). During the same year, the Division of Children with Learning Disabilities (DCLD) disseminated the history to its entire membership as a bonus publication. The purpose of this article is to: (1) briefly overview that history, and (2) describe what appears to have happened in the field since the publication of the chapter.

The Past

The history of the field of LD was described in a two-dimensional framework. The first dimension was concerned with the type of disorders, i.e., disorders of spoken language, disorders of written language, and perceptual-motor disorders. Disorders of spoken language involved oral communication problems (i.e., deficits in listening and/or speaking skills). Reading, writing, and spelling difficulties comprised disorders of written language. Perceptual and motor disorders referred to those hypothesized mentalistic deficits that result in one's inability to effectively use sensory input.

The second dimension within the historical perspectives dealt with the developmental phases of the field. These included the foundation phase (from circa 1800 to 1935), the transition phase (circa 1935 to 1963), and the integration phase (circa 1963 to the present). The foundation phase involved formulations of theoretical positions regarding the nature and causes of specific learning disorders. Medical professionals, for the most part, derived these theories from behavorial observations and subsequent autopsy data of war-wounded and stroke victims. The transition phase included attempts to translate the foundation phase positions into educational intervention strategies. The integration phase consisted of the merging of the three disorder types into comprehensive diagnostic-remedial approaches for children with a variety of specific learning disorders.

A graphic representation of the major individuals who contributed to the LD field's development is found in Figure 1. Interested readers should consult

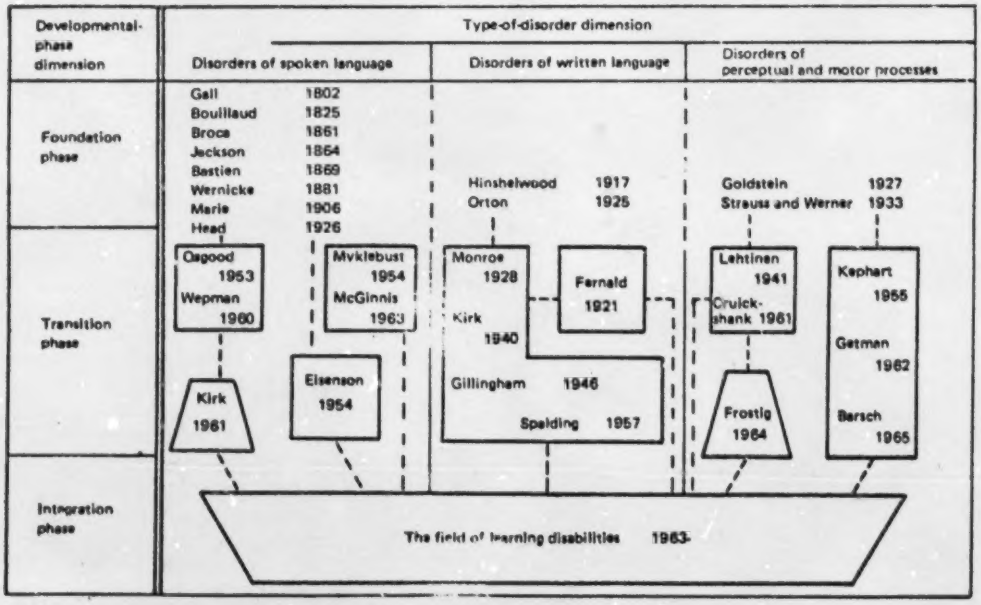

FIGURE 1

A TWO-DIMENSIONAL FRAMEWORK IN THE STUDY AND REMEDIATION OF LEARNING DISABILITIES

(Continued on Page 17)

The Learning In Learning Disability—Ask What, Not Why

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The primary objective of noncategorical identification of children with learning disorders is to provide specially designed instruction without the connotations of a label. Labels are derived from various evaluation efforts; however, until the intent of evaluation changes it is unlikely that teachers, administrators, and legislators will extinguish typological thinking from their cognitive repertoires. The instructional definition of a learning disorder should provide the reader with a description of behavioral and performance deficits of a specific child and should not imply or infer causality. To dc that requires a change in the evaluation procedures used by school psychologists and special educators to qualify children for special programs.

Most evaluation efforts attempt to determine where a child is at a particular point in time (development), at a particular point in a school subject (achievement), or at a particular point in conceptual thinking and problem solving ability (intelligence). When deficiencies are discovered in any of those areas, the evaluator frequently asks "Why is that child like that?" The why question leads to descriptors such as hyperactive, dyslexic, learning disability, slow learner, or something psychologists refer to as "dull normal". If pursued, these global terms are translated to read: IQ of 85, two years below grade level, auditory learner, within normal limits, and lower track student.

A more appropriate and meaningful question is "What is that child doing to make him perform like that?" The what question attempts to determine the type, degree, frequency, and range of ineffective and inefficient behaviors. There are four evaluation components to answer the what question. The first component identifies the skills the child is having difficulty attaining. For example, are the child's problems in reading comprehension, sight word acquisition, spelling, arithmetic computation, locomotion, retaining social studies facts, and so forth? The second component attempts to identify the strategies the child uses when involved in the content and responses of the skill. Does the child have a way of responding? Is it consistent? When is it used? How close to the correct answer does the child come?

The third component determines, if possible, the kinds of learning problems that are affecting the child's ability to acquire, retain, and generalize information and strategies needed to learn the skill. Within this context, comprehension problems, lack of computation skills, limited sight word vocabularies, difficulty with social studies content, and near misses in spelling words are defined as learning problems. They are not reading problems, arithmetic problems, spelling problems, or social studies problems. They are problems of organizing information, attending to information, selecting information, associating information, mediating information, rehearsing information, retrieving information, or valuing information.

The fourth component attempts to identify the strategies the teacher should use to help the child acquire and retain information. What kinds of interactions are needed? How should the child receive correction, confirmation, and prompting? When should correction, confirmation, and prompting occur? What kinds of practice are needed? How much practice is needed?

The kinds of evaluation reports frequently generated by learning disability specialists and school psychologists reflect "why" thinking. A shift from "why" to "what" is needed before all levels of the profession change their approach to special children. The "what" question removes the label. It is the "what" question that leads to behavior change. It is the "why" question that generates special classrooms that tend to maintain children.

It is, as one researcher has stated, an ineffective procedure to start with a label and then define it. When educators start with and attempt to define children by using a label they begin to look for "specially designed children" that match the predetermined description. However, if the child is the initial reference, educators may begin to look for the behaviors that are unique to that particular child, the behaviors that are interfering with learning. When the child is the object of our attention and not the label, educators can begin to think about "specially designed instruction".

To meet the demands of special instruction the educator must learn to "read" children differently. A child who is having some difficulty adjusting to and fulfilling the demands of the regular instructional environment should be read from right to left and not left to right. This means that the evaluator does not start with a label to define the child, for example,

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The Resource Room's Role In School Discipline

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East Aurora Middle School

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Resource Room Teacher
East Aurora Middle School

Most Resource Room guidelines have great similarity in defining the duties of the Resource Room teacher. Some duties most frequently mentioned are:

1). The Resource Room teacher will be responsible for educational evaluations of referred students.
2). The Resource Room teacher will work with students on a tutorial basis and/or in small groups.
3). The Resource Room teacher will work closely with the regular classroom teacher to establish consistency in the students' program.
4). The Resource Room teacher will provide assistance to other teachers as to techniques, materials and programs that meet the needs of the special student.

Conversely most Resource Room definitions list as duties to be avoided by the Resource Room teacher the following:

1). The Resource Room teacher should not act as a disciplinarian and/or a crisis agent.

Hammil and Bartel (1975) highly recommend the "non-categorial" Resource Room. Here students are not labeled by category; instead programs are designed for them according to their instructional, emotional and behavorial needs.

The Resource Room at the East Aurora Middle School follows this model.

In so doing it has expanded (at the discretion of the principal and assistant principal) its definition to include students who are experiencing behavorial problems in the school.

The following model illustrates our view of student discipline. (See page 19)

The Resource Room can be instrumental in preventing many problems from occuring. This is the key to this model. Students with severe behavorial problems are identified early in the year, closely monitored and counseled. The Resource Room teacher can provide the counseling, provide a haven and act as an advocate of the student. This often results in a warm, friendly relationship. The students behavior does improve. Partly because there is someone to speak with and help the student but also because the student wants to do well for the teacher who has invested so much time and energy.

There is an area where the Resource Room teacher should not be involved. If a student has violated a school rule or has done something that requires punitive action the consequences must be determined through interaction with another person charged with this responsibility. In many schools this is the responsibility of the Assistant Principal. Once the student has fulfilled his obligation, it should be determined if further efforts are needed to help a student develop appropriate behavior. The person or persons charged with that assignment must be ready and willing to spend considerable time and energy with a student. Often, the classroom teachers and/or guidance counselors are willing to do this. Still there are times when someone with a greater understanding of emotional problems and learning disabilities is necessary. Someone who can tailor a program that meets the students needs, while providing useful information to the classroom teacher. In such cases the Resource Room teacher can assume responsibility. If we refer back to the model there is a format that has been successful.

The Resource Room teacher meets with the student and all involved to determine, if possible, what the reasons are for the negative behavior. At that time it is determined who might be most successful with the student. If the Resource Room teacher assumes responsibility a second conference will follow after meeting with the student and collecting enough information to get an idea of what might be helpful to the student. At the second conference, goals are established by everyone involved. The IEP can be a useful guide. Once the goals are established, the Resource Room teacher must contact the student and teachers on a regular basis to see that the needs of the student are being considered. For example, a hyperactive student would be given the opportunity to move and not be required to sit silently for a prolonged period of time. Once the student's program has been regulated so that his particular problem or disability is understood and planned for, there should be programs designed to decrease the negative behavior in the school classrooms.

The East Aurora Middle School Resource Room uses an eclectic approach. Incorporating some of Siegfried Engelmann's Contingency Management ideas to implementing William Glasser's reality therapy approaches. One essential element is that the students curriculum be appropriate and motivating. Throughout this process, the childs interaction is closely

(Continued on Page 19)

Legislation and The Resource Room: The New York City Program

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The Education for All Handicapped Children Act of 1975 (Public Law 94-142) is the most significiant legislation to affect education in the last two decades. By mandating a free, appropriate public education in the least restrictive environment for all handicapped children, this law has implications for regular and special educators alike. As a result of this law focusing concern not only on the severely and moderately handicapped, but also on the mildly handicapped, a need has arisen to design alternative programs to support the education of all children with specific learning disabilities in the regular classroom.

In response to federal and state guidelines, the New York City Board of Education's Division of Special Education established a resource room for students with learning and/or behavioral disabilities. At the present time there are approximately 500 resource room teachers serving in about 600 of the City's nearly 1,000 elementary, junior and senior high schools.

REFERRAL PROCESS

All children are referred at their school to the School-Based Support Team (SBST) for a multidisciplinary evaluation. All due process procedures of the Committee on the Handicapped (COH) are followed. Parents are notified by the SBST and COH. After the appropriate data is gathered and the COH renders its decision, the Individualized Education Program (IEP) is finalized by the resource room teacher and regular classroom teacher along with the parent. Again, all state guidelines are followed for the IEP Conference.

TEACHER ELIGIBILITY

All teachers in the resource room program have state certification in special education. There are teacher trainers assigned to the program to assist the resource room teachers in developing their programs and coordinating information with the regular school staff.

CURRICULUM DESIGN

It is the philosophy of the resource room program that most students with learning and/or behavioral problems should be able to handle the concepts presented in the regular classroom. The methods and techniques used to present and assess information in the regular classroom can be modified to accommodate the students' particular deficit area without altering the curricula content of the regular classroom. The resource room teacher and the regular classroom teacher must work together to both compensate for and develop basic learning skill deficits.

The resource room teacher uses a split-lesson format during each instructional hour period. The first half of the period is devoted to the development of learning skills. For example, in developing a youngster's cognitive abilities, the resource room teacher might focus on short-term and/or long-term memory exercises, or to assist a pupil in organizing thoughts and ideas, the resource room teacher would teach notetaking skills (SQ3R). During the second half of the hour the resource room teacher tries to relate the youngsters' learning skill deficit to a regular classroom activity. For example, the resource teacher, after careful examination of a student's mathematics papers or by observing him work in the resource room, may call attention to a consistent error pattern, such as trying to calculate from left to right instead of from right to left in a two-place subtraction problem. In this case, the student is likely to benefit from this consultation; the teacher may become alert to such a problem in the future, and the specific consultation activity will end when the teacher understands the problem and/or how to deal with it; at least in that individual case.

ASSESSMENT OF PROGRESS

The resource room teachers assess student progress on a weekly or semi-monthly basis. The teachers

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An Administrative Perspective On Implementing A Learning Disabilities Program Under P.L. 94 - 142

Melvin V. Burwell
Director of Pupil Personnel Services
East Ramapo Central School District
Spring Valley, New York

- A free appropriate public school education.
- Non-discriminatory testing and assessment.
- Placement in the least restrictive environment.
- Preparation of individualized educational programs.
- Provision for due process procedures.
- Provision of related services.

The above are easily recognized by most educators as the essential provisions of Public Law 94-142, the Education for All Handicapped Children Act of 1975. Although there are variations between and among the various state plans and local public school plans for implementation of this law, there are presumably, a commonality of administrative concerns in carrying out the mandates. Thus, this paper has as its purpose the identification of, from a local public school administrator's perspective, some issues frequently encountered in operationalizing a Learning Disabilities Program under P.L. 94-142.

DEFINITION

A major problem is the lack of a precise definition—a workable definition. Some of the major fields such as medicine, psychology, education and language study claim a heritage in the field. This multi-disciplinary evolution has created confusion for many of us in the public school community when we attempt to establish criteria for student identification and related services. Consider for a moment the basic definitions posited by different professions and political groups:

- Neurological or brain injured.
- Discrepancy between achievement and potential.
- Definition by exclusion.
- Uneven growth patterns (developmental imbalance).

These are only a few of the sixty odd definitions currently being used. Needless to say confusion continues.

NON-DISCRIMINATORY TESTING AND ASSESSMENT

Not every child failing in school is handicapped. Yet, many wind up in special education because of inappropriate testing and assessment. Not only are the concerns for students from minority group backgrounds and cultures, but for the students for lower socio-economic families and the sensorially impaired students.

Inevitably, testing leads to labeling and the classification of students. The problem seemingly is the lack of appropriate instruments to tap the various experiences, cultures, languages and abilities that students bring to the testing situation. This has led, in many cases, to children being identified as handicapped erroneously. Such abuses have generated an increasing disillusionment with intelligence testing.

Some states and local educational agencies have attempted to remedy this problem by focusing on behavorial descriptions rather than labels. The trend is towards non-categorization. Utilizing a non-categorical approach, coupled with the lack of a positive definition and criteria for student selection is simply asking for chaos. The difficulty in determining an underachiever from a student with genuine handicapping deficits will become enormous. The result is that L.D. programs will increasingly grow with slow learners.

Understandably, parents tend to want help for their children who are not doing well academically because it is seemingly a little more acceptable to say that their child is getting help because of a "learning disability" rather than for some other reason. Such requests certainly impact on programmatic offerings and the delivery system of services.

Finally, finance often enters the picture and classification decisions are made on the basis of available program space rather than the primary need of the student.

PERSONNEL (STAFF - COMMITTEE ON THE HANDICAPPED - SURROGATE PARENTS)

Unless an administrator is fortunate enough to be selective in putting together the staff in his learning disabilities program, there will undoubtedly be some weak spots in the training and/or experience of said staff. This is likely to be a problem area with recent graduates of a training program where they were trained as generalists rather than specialists. Another possible area of difficulty is when the administrator inherits a staff whose formal training is not too recent and they have not kept abreast of the latest developments, trends and issues in the field. Certainly, massive in-service training is in order but it is generally a time consuming and costly matter.

The recommendations and selection of members to serve on the C.O.H. is a highly sensitive and critical issue because it is a mandated committee whose recommendations have a far reaching impact on the

nature of the program and related services. For example, this group should be viewed as child advocates and this does not mean that they are anti-social but rather a committee with the courage to constantly seek conclusive assessment data as a basis for making its recommendations. It takes time and patience to develop a committee wherein their knowledge of programs, laws and the most appropriate assessment instruments can be refined to a sophisticated level. Anything less is simply placing the local educational agency in jeopardy of an appeal.

Although required by law, the selection of surrogate parents is generally not given the same urgency as the selection of the mandated members of C.O.H. However, this group is important in assuring that wards of the state or other agencies are dealt with fairly. The problem of finding people who are knowledgeable enough, interested, available during a C.O.H. meeting and preferably of the same ethnic cultural background is a difficult task. Should they be paid? Will they lose their objectivity by being paid by the L.E.A.? If they are paid by the L.E.A., what is their role in an appeal? What training should be provided for them, if any? It is a problem.

PROGRAM

Program, as used in this paper, is broadly defined as the model used for the delivery of services, materials, curriculum and generally what might be called services to, with, and for students classified as L.D.

Programmatic decisions are difficult to make for numerous reasons. Not only are there questions regarding whether or not to use resource rooms, itinerant teachers or self-contained classes, but what is the most effective utilization of each. Once the issue of a model for services is determined other questions such as the selection of materials and the capabilities of the staff to handle certain materials within the prescribed model for services must be dealt with.

In general, most public schools embarking on a program for children with learning disabilities start at the elementary level. Certainly, this is understandable especially if the objectives of the program include early identification and/or preventative intervention. But there is increasing awareness that the junior and senior high schools either have students with L.D. or will shortly receive the students from the elementary schools whose deficits were not remediated/ameliorated.

In the elementary programs, the intervening strategies often focus on process and task analysis and the integration of these skills utilizing the prescribed curriculum. Moreover, teachers at this level tend to view their approach as "child" centered. The problem at the secondary level is that most teachers are "content" centered and are frequently not accustomed to doing task analysis with students having difficulty with their subject.

Another major concern is what should be done to (a) enable the secondary L.D. students to graduate and (b) absent graduation, what work/survival skills should be made available to these youngsters. Further, in New York State there is a high probability that many of the L.D. students will not be able to pass the Regents Competency Test, a requirement for graduating with a diploma.

A management model is just as important as the service delivery model, that is, who should monitor the program. Typically, the "manager" is the building administrator with varying degrees of technical assistance from a district-wide person. However, there are not enough building administrators with more than a cursory knowledge of special education to provide the line supervision that is often needed especially in the embryonic stages of programs. Thus, this requires the "outsider" to have expertise in the field of special education as well as interpersonal relationship skills in working cooperatively with the building administrator.

INDIVIDUAL EDUCATIONAL PLAN (I.E.P.)

One of the most salient features of P.L. 94-142 is the fact that an I.E.P. must be prepared for each student placed in a special education program. Excluding busing, seldom has any mandated educational activity created such confusion, frustration, and in some cases, anger on the part of the staff. Even after the concept of the I.E.P. has been accepted, in-service programs offered and a market flooded with "how to do it kits", there is seemingly a reluctance on the part of some teachers to make the I.E.P. a meaningful and viable plan in translating the assessment data into a strategy of intervention. The lack of specific behavioral and conceptual objectives, and the difficulty in contacting and explaining the document to parents in simple language, are just a few areas of concern.

Further, administrators must be certain that teachers do indeed use the documents and not simply file them once they are completed. Finally, scrutiny must be made to insure that items included in the I.E.P. are appropriate and can be achieved and/or obtained. Over zealous advocates can sometimes intimidate staff to include items that are luxurious rather than essential.

DUE PROCESS

This component of P.L. 94-142 requires that certain procedures be followed in a timely and appropriate manner when identifying, evaluating, placing and re-evaluating handicapped students. Time frames are built in starting with the initial request to evaluate a child suspected of having a handicap and continuing through placement with the possibilities of appeals up to the level of the Commissioner of Education.

A review of some of the decisions of an impartial Hearing Officer filed with the State Education Department would suggest that school districts tend to encounter difficulties because of technicalities such as not observing time frames, inappropriate/inconclusive assessment data and the lack of proper notification. Obviously, these technicalities can be avoided by observing time lines, utilizing appropriate tests

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A Modified I.E.P. Responds To Instructional Needs

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Local education agencies have been charged with delivering services to all handicapped by the P.L. 94-142. The Individual Education Program (I.E.P.) is the vehicle by which students are duly processed and provided instruction according to the law. Problems with the forms, process and the law itself abound. For the purposes of discussion here we will address two problems which are commonly defined by teachers in the field. First, no standardized I.E.P. form exists for ease of construction and communication. Secondly, I.E.P.s are viewed by teachers as non-related to daily instruction.

It is our belief that standardization of the forms is a mechanical and low level objective rather easily achieved if the second problem were resolved. The I.E.P. being viewed as non-related to instruction is far more severe. For one thing there may be legal overtones to this interpretation and, for another, the individual student is likely to be receiving less than appropriate instruction. It is the author's position that the public law should be interpreted responsibly which requires translation of the total child evaluation data into an instructional plan prior to actual instruction.

Our teacher training program in learning and behavioral disorders requires the graduate student teachers to construct and operationalize an I.E.P. In the process, they are to evaluate both the pre-instructional data on the students and the form itself. Through the years we have refined the forms to a point where they seem practical. That is to say, they have instructional utility and meet the legal requirement of the public law. Being concerned primarily with the instructional aspect of the I.E.P., we borrowed the N.A.S.D.S.E. (National Association of State Directors of Special Education) concept that the I.E.P. was a series of instructional levels scaled on specificity. The first level is entitled the "Total Service Plan", which is completed by the Committee on Handicapped (C.O.H.) and makes the most general instructional statement. Secondly, we adapted the "Instructional Plan" as more specific to instruction. This should be completed and used by the teacher as an instructional guide for the duration of the placement.

From this Instructional Plan teachers can construct the third I.E.P. component, daily lesson plans. Since the primary purpose of this text is to share an I.E.P. form relevant to instruction, we will procede with only a brief review of the Total Service Plan, concentrate our explanations on the Instructional Plan and consider the details of daily lesson planning beyond the scope of discussion.

Total Service Plan

Completion of the Total Service Plan takes place just after placement and prior to instruction in keeping with the P.L. 94-142. Originating in the office of the Director of Special Education, the C.O.H. is responsible for obtaining parental approval and meeting other standard legal requirements along the way. The form is consistent with others found in the literature except for the "Instructional Recommendation" section on the second page. We feel the C.O.H. possesses the resources to move one step closer to instruction by making some specific recommendations. There is no intention to mandate these ideas to teachers but merely to lend clarification and orientation as to C.O.H. expectations.

IEP - TOTAL SERVICE PLAN NUMBER_____

NAME OF STUDENT _____ SCHOOL DISTRICT _____
DATE OF BIRTH _____ AGE _____ SCHOOL BUILDING _____
HOURS PER WEEK IN REGULAR CLASSROOM _____ CURRENT GRADE _____

PRESENT LEVELS OF STUDENT PERFORMANCE

COGNITIVE	AFFECTIVE	PSYCHOMOTOR

COH MEETING

	MEMBER'S SIGNATURE	POSITION	SUMMARY OF RECOMMENDATIONS
1.		PARENT	
2.		ADMINISTRATOR	
3.		SPECIALIST	
4.		TEACHER	
5.		PSYCHOLOGIST	
6.			
7.			
8.			

PROGRAM GOALS

	PRIORITIZED LIST	PERSON(S) RESPONSIBLE	DOMAIN C	A	P
I.					
II.					
III.					
IV.					
V.					
VI.					
VII.					
VIII.					
IX.					
X.					
XI.					
XII.					

SCHENA '80

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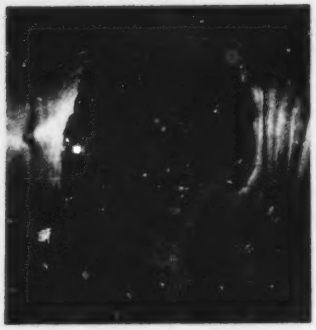

The Teaching Assistant: Professional Partner In Special Education

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A teaching assistant in the Special Education Program is a certificated member of the professional staff who works with a certified teacher. As such, teaching assistants earn tenure according to Education Law in the general category of teaching assistant. Unlike teacher aides, teaching assistants are permitted to work in the area of instruction with children in both group and individual settings. He/she assists the teacher in the preparation, presentation and evaluation of special education programs for children.

The teaching assistant provides support for children with learning problems and is an integral part of the students' overall educational program. As the second adult in the room, they become very sensitive to students' needs and feelings. The much needed encouragement and caring is given to these youngsters and a feeling of accomplishment results.

The job of teaching assistant encompasses the following areas:

1. Academics
   a. Works on a 1 to 1 basis and with small groups of students in all academic areas.
   b. Provides individual help and direction in programs of study for the child(ren).
   c. Prepares new or additional material in subject areas.
   d. Makes changes or alterations in materials essential to the learning situation.
2. Teacher Assistance
   a. Assists in various levels of testing and implementation of daily lesson plans.
   b. Assists on field trips.
   c. Suggests and discusses daily progress of students and modification of teaching materials.
   d. Assists with clerical tasks related to the program.
   e. Exchange of ideas and opinions prior to Parent Conferences, Individualized Education Program (IEP) Conferences and Committee of the Handicapped (COH) Meetings.
   f. Acts as a liaison between the teacher, parent, school nurses, librarian, etc. as requested by teacher.
3. Works with children
   a. Guides children in the physical maintenance of an appropriate learning environment.
   b. Tutors children for reinforcement as directed by teacher.
   c. Assists children in selecting library books, using audio visual equipment.
   d. Assists children to develop an appreciation of music, art and literature.
   e. Assists children in development of craft and communication skills.
   f. Encourages children to effectively communicate their feelings, interests and desires.
4. Clerical Tasks
   a. Takes attendance, maintains files, marks papers, records achievements.
   b. Maintains classroom environment, e.g. bulletin boards, etc.
   c. Prepares homework assignment if requested by teacher.
5. Building Support
   a. Performs duties as prescribed by building principal (i.e., lunch, hall, bus, recess duty).
   b. Supervises the class as they go to special activities such as physical education, playground, music, art, etc.
   c. Attends faculty meetings and other school department functions in the same manner as special education teacher.

The usual classroom setting will find the teaching assistant and the teacher working with a group of twelve (12) or fewer children. This provides for an extensive amount of individualization of program for each child.

Classes run the full range of age groups from the kindergarten through age 18. The youngest children are identified for the program by the screening process that is used between the pre-K and the Kindergarten programs. Students enrolled in the program are usually two (2) or more years below grade level and suffer from a wide variety of behavioral, emotional and intellectual problems that inhibit their learning ability in the so-called normal classroom.

The constant evaluation and re-evaluation that is necessary to meet the needs of the Individualized Education Programs developed for children requires that both the teaching assistant and the teacher observe the growth of each child on a frequent basis. The opportunity for two (2) adults to share ideas and observations of the children enables them to develop specifically tailored programs that serve the children effectively. The daily log of both behavioral and academic aspects of the students' lives encourages the

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Guidance and Mainstreaming

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Guidance is neither the educational frill that some contend nor the panacea for educational ills as others are inclined to claim. It is not the handyman of the schools, repairing the damage wrought by inept educators nor is it the school administrator's handmaiden to engage in miscellaneous tasks that teachers either will not or cannot perform. On the contrary, the field of guidance has established a place for itself as a unique school function that facilitates student growth and development through intervening primarily in the noninstructional domain of school activities. (Rusalem & Cohen, 1975).

The goal of guidance, the optimum development of every student, is shared by instructional, administrative, and supervisory services. Guidance, however, differs from those contemporaneous educational functions in the manner in which it seeks to attain its goal. Patterson, (1969) views guidance in this broad perspective as concerning itself most directly with noninstructional factors in the student's school experience that are related to the student's intellectual, personal, social, and vocational emergency as a responsible and human person. Others may define guidance variously but there is little difference of opinion about its objective and its technique. The promotion of positive change towards optimum development is thus the hallmark of guidance's interdisciplinary character.

Current legislation favors the placement of most mildly and many moderately limited exceptional students in a mainstreamed program. For the counselor of those identified as learning disabled the problem is multi-faceted. Not only must the counselor attend to the special needs of handicapped counselees but must also assist other student, professionals, and parents to understand and adapt to the needs of these peers.

The needs of LD youngsters are easily recognizable. These range from geographical orientation, to approval from adults, to assuming acceptable roles in and out of the classroom. Most counselors have learned to deal with these problems and with the problems of colleagues in working harmoniously to help each student derive maximum benefit.

The needs of others, students and adults, in dealing with LD youngsters are less recognized and dealt with. These needs stem from distorted perceptions, experience deprivation, and seemingly conflicting goals. Catagorization and erroneous presumed characteristics, (Reynolds & Balow, 1972) alienation and disengagement from the community and cultural mainstream, (Hersch, 1975), acceptance (Fournel, 1970), insinuations of incompetence, (Hersch, 1975), and damaged parental guidance, (Barsch, 1971) intensify this need for guidance. In combination formidable barriers established in fear are created among the non-handicapped.

Counseling is the central intervention in almost every guidance program. The attainment of new understandings, responses to new situations, improved planning for future procedures, utilization of surroundings and the extension of coping skills are major areas of counseling activities. Interacting with one's contemporaries in open discussion without fear of reprisal creates an environment where problems are evaluated with alternatives, feedback of others gathered, more appropriate problem solving mechanics utilized and subsequently behavior changes occuring. In addition, role simulations, peer counseling and play techniques, and peer tutoring expand boundaries and open channels for further candid discussions. Counseling and discussion groups should therefore include students and wherever possible, adults, from the special disability groups as well as those from the general program.

Environmental conditions abound which enhance the need for guidance particularly in a mainstreaming program. Among these ecological influences are administrators, teachers, counselors, and parents. Teachers and administrators are not immune from attitudinal problems and frequently these problems are worked out at considerable cost to students. (Pickle, 1979). Also, counselor training and parent bias inhibit development. Community recognition and support of learning deficient youngsters is, at the most, minimal. Consequently, doors are unnecessarily closed and avenues for growth denied to many in our schools.

Since guidance services are designed to fill a basic need for all, wherever possible and to the fullest extent practical, guidance and counseling programs should be provided as an integral part of the general school program. Those formally or informally engaged in the guidance of students, which ultimately involves all members of a school staff, should become

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Toward A Taxonomy Of Specific Learning Disabilities

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Early work in the area of learning disabilities can be traced to the writings of Werner, Strauss, and Lehtinen who argued that children who display dysfunctional behavior such as emotional disturbance, behavioral maladjustments, and aphasia have brain injury due to exogeneous (environmentally caused) rather than endogeneous (hereditary) factors. Although the term "brain injured" has been discarded in favor of other euphemisms, many researchers have continued to examine such "physiological" bases for learning problems (Strauss & Werner, 1942; Strauss & Lehtinen, 1947; Johnson & Myklebust, 1967; Cruickshank, 1966; Chalfant & Scheffelin, 1969).

Beginning in the mid-1960's, some researchers began to generate a view of learning problems which identified a learning disabled child as experiencing a particular type of learning problem (Johnson & Morasky; 1980). Focus was less on physiological diagnosis and more on specification of a behavioral deficit observed and measured under particular environmental circumstances. The specific learning disability became the primary focus of the diagnosis-intervention-remediation strategy.

The behavioral deficit hypothesis view does not discount the role of Central Nervous System (CNS) involvement. Often, some CNS involvement appears involved. However, the degree of involvement tends to vary greatly and its effect on overt behavior has yet to be reliably predicted.

An interesting conceptualization is offered by Schwartz (1978) who suggests that differentiating between physiological and behavior domains is profoundly linked to the mind/body problem. Classifying something as physiological versus behavioral is modern language description of the distinction between mind (inferred from such terms as M.B.D.) and body (inferred from such terms as behavioral deficit). Schwartz argues:

> our problem is accepting the notion of mind and brain as one, or behavior and physiology as one, ultimately depends on the same issue: disconnecting the consicous experience of both mental and physical properties from their neural substrates (1978, p. 71)

I offer this brief look at alternative views of LD as a way to introduce results of research which I have recently completed (Gould & Rabinowitz, 1979). As a graduate student working under the supervision of the current NYS DCLD President, Stan Johnson, I investigated crossmodal functioning (CMF) in children of all ages. CMF is the ability to translate information from one sensory mode to another. In this case, children experienced auditory and visual sensory stimuli under controlled conditions. The experimental design and methodology have been reported elsewhere (Gould, 1977; 1978a; 1978b; 1979) and will not be presented here. However, I wish to share with you the results and interpretations of those results from our most recent CMF examination. I believe this data might be potentially useful toward answering a question raised earlier regarding whether an LD is symptomatic of CNS dysfunctioning or a behavioral skill deficit.

We examined over 250 school aged children and 100 college age students for auditory-visual CMF ability. Three groups of children were used: a "normal" group ranging in age from 6 to 14 years; an LD group ranging in age from 14 to 21 years; and an EMR group ranging in age from 14 to 21 years. Results from the CMF tests were analyzed using a Method of Common Factor and rotated orthogonally. A combination of a chi square test and examination of eigenvalues led to the extraction of one factor for each of the samples (Gould & Rabinowitz, 1979). The resultant rotated factor matrices appear in Table 1.

Examination of the "normal," LD, EMR and college student groups' factor matrices has lead to certain interesting interpretations. The LD children's factor matrix is very much like that of the oldest

TABLE 1

Equamax Rotated Factor Matrices for Each Group

	GROUP												
	5	6	7	8	9	10	11	12	13	Adult male	Adult female	EMR	LD
FACTOR MATRIX	.320	.744	.617	.452	.669	.474	.447	.496	.563	.703	.601	.047	.536
	.890	.812	.245	.276	.677	.462	.408	.408	.541	.661	.688	.567	.416
	.840	.840	.561	.528	.641	.457	.588	.588	.129	.697	.602	.418	.288
	.907	.707	.057	.466	.671	.530	.402	.402	.269	.728	.624	.369	.419

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Five Faces of Cognition: Theoretical Influences On Approaches To Learning Disabilities [1]

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D. Kim Reid
Former Professor New York University
University of Texas at Dallas

The rose is a rose,
And was always a rose.
But the theory now goes
That the apple's a rose,
And the pear is, and so's
The plum, I suppose.
The dear only knows
What will next prove a rose.

Robert Frost

The term *cognition* has been used to refer to the combined acts of perceiving, attending, thinking, remembering, and knowing. The use of the "-ing" implies that the concern is with "active internal processes that organize immediate experience and behavior" (Blumenthal, 1977, p. viii). The term "internal" is not a throwback to introspectionism, but rather indicates that it is the *individual* who processes information available in the environment. What is to be processed is selected on the bases of relevance, meaningfulness, and the availability and efficiency of the person's current cognitive organization. Cognition is, in short, the study of how people go beyond the information given (Bruner, 1973).

The swing toward cognitive approaches to the study of learning disabilities has clearly been influenced by movement toward similar orientations in both of its parent disciplines: psychology and education. It is important to realize, however, that learning disabilities professionals use the term in a variety of different ways. First, there is the definition of cognition which derives from information processing theory. Second, although the concerns of genetic epistemologists span the same domains, their methodology and the types of questions they ask are quite different. Third, the term cognitive has also been used to refer to the specific abilities model in special education. Fourth, a therapeutic intervention which applies behavior modification techniques to the goals of cognitive behavior therapy, cognitive behavior modification, has begun to be evaluated as a method of improving task-attack strategies and academic performance. Finally, professionals in learning disabilities are growing increasingly interested in metacognition, i.e., knowing about knowing.

Information Processing Theory

Information processing theory sprang from the marriage of information theory and computer technology (Loftus & Loftus, 1976). Its goal is to understand not only *what* information humans acquire, but *how* they acquire it. To accomplish these tasks, information processing theorists focus on the study of how people (most often adults) select, extract, maintain, and utilize information available in the environment. Some beliefs generally associated with this orientation include (Reid, Knight-Arest, & Hresko, 1980): a) people are active in their own learning and will bring to bear all available resources to assure successful processing, b) there is a basic, integrative reciprocal relationship among perception, attention, and memory functions, and c) attention, perception, and memory are controlled by higher-order mental processes which are often called *central control processes* (Blumenthal, 1977) or *executive functions* (Anderson, 1975).

The results of the research from information processing theorists indicate that it is the learner who is the most important element of the teaching-learning situation, not teachers, lessons, materials, or other external factors (Reid & Hresko, in production). Effective instruction amounts to providing experiences for the learner from which he/she can construct meaning. Children learn in a variety of ways. Some of them are tied directly to experiences that teachers can provide, such as reading, imitating models, or discussing issues. But learning also depends on other internal activities which teachers generally cannot control. Children, for example, gain a great deal of knowledge through cognitive elaborations, such as making inferences, drawing relationships, and imaging. Research and intervention strategies based on information processing theory have begun to provide considerable information about how learning disabled children approach learning (cf., Hall, 1980; Torgeson, 1977, 1979; Wong,

1979) and how they might more profitably be instructed (cf., Reid & Hresko, in production).

Genetic Epistemology

Genetic epistemology is the proper term for what is often referred to as "Piagetian theory".[2] Although genetic epistemologists are concerned with perceiving, attending, remembering, and thinking, their focus has been upon the development of *new knowledge* in children and adolescents (rather than the *mechanisms* of perceiving, attending, and remembering studied by the information processing theorists).

Developmental advances are viewed as the result of children's activity as they strive to integrate what is derived from maturation with what is gained from physical and social experience and vice versa (Reid, 1979). The research paradigm differs from that in traditional American psychology in that the goal is to discover what is similar across a variety of performances (a structural approach) rather than to examine the effects of individual differences (Gardner, 1973).

Research has rather clearly indicated that learning disabled children progress through developmental stages in the same order as normally achieving children, but with some delay (Reid, 1978). Their performance, however, tends to be somewhat different from that of normally achieving children in qualitative ways (Schmid-Kitsikis, 1976). In a review of research from a Piagetian perspective, Reid (1980), for example, noted that learning disabled children attempted to rely almost exclusively on the perceptual characteristics of the materials they were using to solve complex problems, while their more successful normally achieving peers drew inferences and applied concepts derived from past experience. Although Piagetian theory is comparatively infrequently applied to the understanding of learning disabled children, it offers a method of examining complex behavior sequence which could provide important information relevant to learning and teaching (Gallagher Reid, in press).

Specific Abilities

One well-known orientation in the field of learning disabilities is the specific abilities model, associated with the work of Kirk, Frostig, Getman, Kephart, and many others. Their work has been characterized by an emphasis on perception, attention, and memory as the building blocks upon which conceptual functioning is built. They have not only attempted to isolate specific cognitive abilities, but they have also advocated training them. Although in many ways these approaches have differed, researchers have generally been unable to demonstrate that the hypothetical constructs these professionals attempt to measure and train are related to academic success. This approach to the study of cognition is too static and takes a much too passive view of the learner to be of help in clarifying learning disabilities. Further, it tends to divert instructional efforts away from content.

Cognitive Behavior Modification

Cognitive behavior modification (CBM) represents an attempt to use behavior modification techniques to teach self-treatment methods (self-monitoring, self-instruction, self-evaluation, etc.) Although CBM is used by a number of therapists (cf., Meichenbaum & Goodman, 1971; Mahoney, 1974), most of the work carried out with learning disabled children has been done by Hallahan and his associates at the University of Virginia.

The five steps used in CBM for self-instruction are: a) the instructor models task performance while describing what he is doing, b) the learner performs the task while the instructor describes how to do it, c) the learner performs the task again while talking himself through it, d) the learner performs the task once again while only whispering the description, and e) finally, the learner performs the task once again with covert self-instruction (Meichenbaum & Goodman, 1971). Other self-treatment methods used in CBM include self-monitoring ("Am I doing what I'm supposed to be doing?") and self-evaluation ("How well am I doing?")

Hallahan and his associates have demonstrated that CBM techniques can be used successfully with learning disabled children to improve such academic abilities as handwriting (Kosiewicz, Hallahan, Lloyd, & Graves, 1979), attention to task (Hallahan, Lloyd, Koseiwicz, Kauggman, & Graves, 1979), arithmetic productivity (Hallahan, Lloyd, Kosiewicz, & Kneedler, 1979). Critics of CBM argue that in therapeutic settings CBM's effectiveness is at best equivocal (Ledwidge, 1978) and that in instructional settings its success has been limited to paper and pencil tasks (Abikoff, 1979).

Metacognition

Flavell (1976) and Brown (1975, 1978) have been leaders in the study of metacognition in children. They make a distinction between knowledge (cognition) and understanding that knowledge (metacognition). Flavell (1976) has described metacognition as one's knowledge about one's own cognitive processes and products and anything related to them. As examples of metacognition, he offers recognition that one is having more trouble learning one thing than another, knowing that one needs to double check a fact before accepting it, knowing that one should check all available alternatives in a multiple-choice test before making a decision, and knowing that one will have to write a note to escape forgetting. Brown (1978) likens these concerns to what we have traditionally referred to and been concerned with in education as "study skills". Although the work of Flavell and Brown and their associates has focused on metamemory in normal and educable mentally retarded children, the impact of their work is being felt in the field of learning disabilities as well. Hall (1980) and Reid and Hresko (in production) for example, have recognized that studying metacognitive variables (predicting, planning, checking, and monitoring) in learning disabled children may provide knowledge of their functioning that may lead to both greater understanding and productive educational interventions.

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Learning Disabilities In The '80's: New York DCLD

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Organizations and movements, as do people, progress through various stages of development. Some of these periods are exciting experiences, full of hope and creative potential. Others are marked by struggle, important and heavy decision making. Still others reflect growing maturity and perhaps eventually, even the decline and attenuating experiences of age.

I believe it is well to look at our own field in this respect, reflecting on the past, carefully considering the issues and challenges of the present, and attempting to predicate the future along with the potential it may offer.

Our movement, is youthful. As an organized endeavor it is younger yet. Still, in the past 15 years or so, remarkable movement, coalescing of effort, and focusing of attention and activity have marked our involvement with the individual suffering from deficit learning behaviors. As with the growing infant, our efforts have moved from broad, general, poorly focused behaviors to those which display more desirable specific attacks on major problems and issues. It is not inappropriate, nor immodest, to look with some pride upon our accomplishments as professionals in this important field. We have indeed come a long way in a short while.

However, as we note with some justifiable satisfaction what has been accomplished we must meet, as does the adolescent individual who faces the challenge of passing from childhood into a period of creative maturity, certain issues and problems, choices and alternatives, opinions and challenges which directly influence our personal future and the lives of many children yet to be diagnosed or treated as learning disabled.

There are many such issues, alternatives and challenges facing us. As President of our New York Chapter, however, I would like to specifically call attention to four of them, suggesting at the same time some roles which I think a professional organization (any organization, of course, but in this instance specifically NY-DCLD) should play.

1. **Moving from differentiation to integration.**

Maintaining the developmental analogy, our organization has spent the better part of the past decade and a half differentiating problem types, treatment approaches, remedial orientations and structures. It is true that the Learning Disabled represent an apparently heterogeneous grouping of individuals struggling to learn effectively. I believe, however, that there are many times when this evidenced lack of homogeneity is used as an excuse for not searching for more universally effective diagnosis, prescription, remediation techniques and/or organizational structure.

As a pragmatist, and perhaps a bit of an optimist as well, I firmly believe that there are some approaches, orientations, and organizational designs which are demonstrably effective than others. This is not to suggest one type as being absolutely, without exception, better than all others, but relatively better in many instances.

I think the State Organization should devote time to analysis of designs and approaches which are being used across our state and should serve as a coordinator of evaluative information about varying effectiveness of these. The organization need not serve as a "watchdog." It can certainly serve as a spotlight on the effective efforts of its members.

2. **The development of a recognizable professional cadre.**

Looking at the data on membership applications to NYDCLD I have been amazed at the variety of roles, titles, and functions of those who comprise our membership. I suspect the range and types of skills and abilities are equally as diverse. Part of the difficulty we face in achieving group strength, political clout, organizational effectiveness (or however one wishes to describe such cohesive strength) is that we are not very unified in interest, training, ability or approach. International DCLD has made a significant start toward helping us strive for more universal standards in the *Competencies* which even now are being revised and updated. We should each actively participate in this effort.

As an organization we should begin to publically establish some goals and standards towards which we at the State level collectively strive. We should seek to present a more unified face and voice in Albany and at local political levels as well. We should seek more active involvement, interaction and communication with other groups holding similar interests including ACLD, CASE, AAMD and similar groups. We need to look, sound, and act like a common body if we are to be seen, heard and responded to as an influential group. NY-DCLD should provide leadership towards this end.

3. Consumer protection.

This point can be briefly stated and easily defended. Succinctly, we are confronted nearly every day with patent-medicine type remedial prescriptions—untried, untested, complete with fantastic claims without a shred of evidence or proof behind them. Almost equally often we see the inexperienced (as well as sometimes the fraudulent) practitioner attempt to remediate, treat, or intervene with the Learning Disabled. Diaster at worst, failure to improve at best, are too often the results. I feel NY-DCLD should play an active role in evaluating, testing, and weighing the efficacy of such approaches and casual claims to "cure-all." Our members and our clientele should be able to depend upon the organization for accurate, unbiased review and evaluation of literature and materials. The organization should serve each of us in an everyday, practical, dependable way.

4. **Dissemination of general information and effective communication.**

In order to better focus our efforts and activities, we need to know what each of us is doing. I would like to see our Newsletter expand and become a regular means of passing along such information. As an ideal, I would hope that every L.D. research project in the state might be at least listed there once a year, accompanied by the name and address of the principle investigator. I would wish that every publication by a NY-DCLD member would also be noted on those pages. Each new program should be publicized. Such broad range reporting does not depend upon the editors' efforts alone. What is really needed is membership who strongly wish to share information, and individuals must offer to share such relevant pieces of data initiating the process with the help of NY-DCLD. More formal survey arrays can be developed, but wide-spread individual initiative is also needed.

I, like you, am curious what my colleagues are doing and frequently wish I knew to whom I could turn for guidance, help, and enlightment. The state organization can help if we will demand that it do so, and offer our individual active assistance.

In summarizing these four challenges it becomes obvious that I am asking for substantial increases in activity, sophistication of organization, and level of involvement of our state organization and its membership. I do so with more than a little hope that it is possible, for I honestly believe we are beginning to mature.

In the past, as an infant group, we appreciated small beginnings and reveled more in hope than accomplishment. We are growing, developing, maturing. In some ways we are coming of age. I know that for organizations as well as people, adolescence can be a trying time. However, I also remember, looking back at those splendidly stressful years, that coming of age was exciting and fun as well. I look forward to growing up again, in this respect, with you. After all, despite sibling rivalry, it's easier when you're not the only child.

The History of Learning

(Continue from Page 4)

the works by or about these professionals.

The Present

As can be seen in Figure 1, noteworthy individuals within the integration phase were not listed as in the other two phases. This was due to the author's belief that sufficient time had not elapsed to judge the lasting contributions of professionals during this last phase. We believe this still to be true. However, from our vantage points two events have occurred during the integration phase which will have lasting impact on the field. This section contains a description of these events.

Since 1963, legislation, organizations, and services to the LD individual have been established. The legislation includes the Rehabilitation Act, the Education Amendments of 1974, the Rehabilitation Act Amendments, Special Health Revenue Sharing Act, the Developmentally Disabled Assistance and Bill of Rights Act, the Education for All Handicapped Children Act, the Education Amendments of 1978, the Rehabilitation Comprehensive Services and Developmental Disabilities Amendments of 1978, the Community Mental Health Centers Extension Act, and the Health Services and Centers Amendments of 1978. Obviously, these legislative acts will continue to have tremendous impact on the field of learning disabilities.

In addition to legislation, organizations were established. These include, but are not limited to, the Association for Children with Learning Disabilities (ACLD), and the Division for Children with Learning Disabilities (DCLD) of the Council for Exceptional Children (CEC). ACLD is primarily a forum for parents and provides them structure by which they can make input into the quality and quantity of services provided to their LD children. DCLD is a forum for professionals concerned with the LD population. This organization is the largest division of CEC (approximately 10,000 members) and is assuming an increased role in the progress of the field. Both ACLD and DCLD will very likely continue to be active in the foreseeable future.

In addition, service programs were established. Resource and self-contained classes were funded in every state of the nation to serve the learning disabled students. Certification and training programs for LD teachers were organized in many universities and colleges throughout the United States. Research institutes and model program development centers were also funded. Personnel were hired by the federal, state, and local education agencies to coordinate and monitor all of these service arrangements for the learning disabled. Each of these will undoubtedly continue to exist in the future.

We can look back on the last two decades with justifiable pride. Much progress was made. In fact, it is difficult to find another area of education where such rapid growth was accomplished in such a short time. However, this growth caused certain difficulties. One of the difficulties is the second event which we

believe will have lasting impact on the field.

As Wiederholt noted in his history, educators began establishing programs in the nation's schools during the 1960's based upon the theories and programs recommended by transition phase professionals. As a result, these theories and programs came under increased scrutiny and criticism. It became apparent to most that they lacked an empirical basis. Educators in the field of learning disabilities began wide scale debates at professional meetings and in the literature on the merits of these theories and programs. One group defended the validity of these approaches to the education of the learning disabled, while another group rejected the same theories and programs.

Those who rejected the recommendations of the transition phase professionals turned their attention to other theories and programs. These latter approaches can be loosely characterized as "behavioral" and "cognitive." These approaches appear to have gained prominence during the last decades and are likely to continue their dominance in the learning disabilities field in the future.

As a result of these two events (i.e., legislation/organization/services and the emergence of "behavioral" and "cognitive" approaches), a few of the future needs of the field seem clear. In regard to legislation, monitoring must be continued to insure that the laws are implemented appropriately. Organizations must direct their attention to upgrading the quality of teacher education programs and to the provisions of school and related services. In addition, increased services are needed, especially at the preschool and adolescent/adult levels.

Many of the past notions regarding assessment and instruction have been discarded due to the lack of an empirical basis. Advocates of new approaches must provide research data to the field. In other words, "behavioral" and "cognitive" programs must be researched extensively as to their usefulness in instructing the learning disabled population. History tells us that "testimonials" and "clinical insight" do not survive long without an empirical data base.

Someone once said that "history is a fable not quite agreed upon." The same can be said of our analyses both in the original work and in this article. Others might see the past and the present in quite different ways. The reader should be aware of this fact. However, all who study history in a serious manner agree that individuals and events shape the world. Some events are quite unexpected—such as discoveries of penicillin, earthquakes, etc... Other events are shaped by and determined by individuals and/or groups of people. It is up to the individuals who work in DCLD to determine, in part, the future of the field. We cannot rest on the accomplishments of our professional progenitors—much work and change still needs to be accomplished during the next two decades.

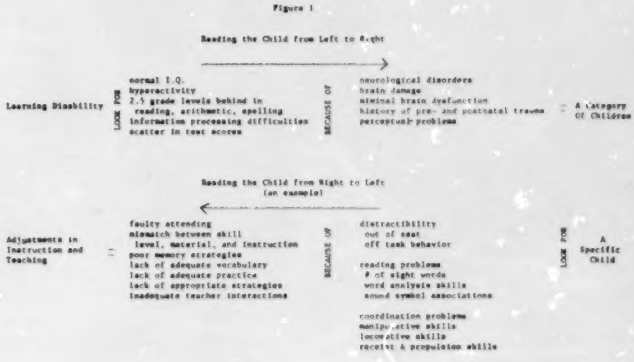
The Learning in Learning Disability

(Continued from Page 5)

learning disability, but starts with the behaviors the child exhibits. There is no information gained from defining the term "learning disability". However, there is information gained if the behaviors of the child are described. A review of the definition provided in Federal and State regulations and policies easily illustrates the futility of prescribing "specially designed instruction" using the global descriptors of a predetermined definition. As depicted in Figure 1, reading the child from left to right limits the educator's ability to meet the most important aspect of recent legislation that mandates special education, namely implementing special instruction.

Noncategorial programs for children with special needs will not exist in practice until professionals begin to deal with the child and the child's problems. The learning in learning disability should be the focus of the educator's attention; the disability in learning disability should receive the educator's inattention.

Figure 1

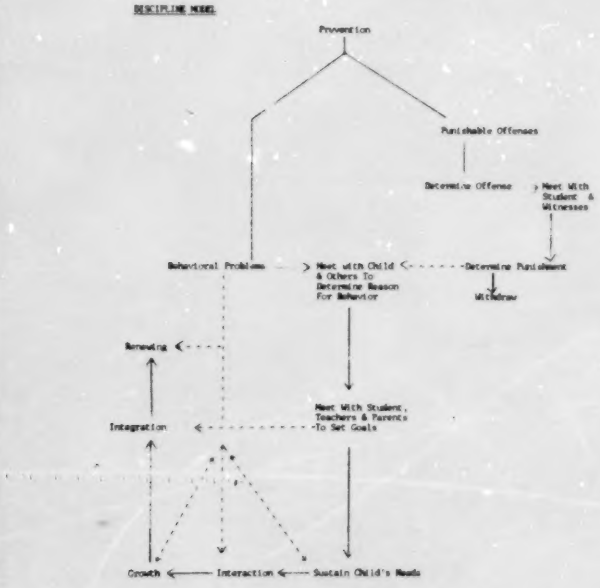


The Resource Room Role

(Continued from Page 6)

observed to see if he/she is able to maintain or improve their behavior. Once growth improvement has been noted, the child visits the Resource Room less often and is completely integrated into all school classes and activities. Usually, the child will visit the Resource Room teacher occasionally to prevent regression. It should be noted that a child does not always move along the continuum without difficulty and often it is necessary to move backwards to reaccess goals. Still, most children eventually show considerable improvement.

Discipline in todays school is being scrutinized by many—boards of education, task force committees and community representives. We are proud of the model developed and implemented in the East Aurora Middle School. It makes our school a place where every student feels valued and where success and love of learning are all primary goals.



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Legislation and the Resource Room

(Continued from Page 7)

assess the attainment of IEP goals and objectives through various forms of criterion-referenced measures. In some cases, these CRT's will be commercially prepared tests such as the Fountain Valley Teacher Support System in Reading and Mathematics or the Brigance Diagnostic Inventory of Basic Skills. In most instances, pupil assessment will be based on teacher constructed scales and observations of performance and behavior.

TEACHER TRAINING

Teacher Training is another important facet of the resource room program. Aside from an in-dept two-day orientation program for all new teachers, a summer institute was held in July 1979. Guest lecturers held workshops, over the span of one week, covering issues of assessment procedures and specific instructional techniques in reading, mathematics, language development and content areas. Additional training is provided by a core of experienced teacher trainers who make daily site visits to the resource room teachers.

PARENT PROGRAM

A Parent/Community Liaison Program (PCLP) was established to present workshops to community school boards, Parents Associations and other community groups. The PCLP provides information to parents regarding COH procedures, educational programming, after school and summer activities, as well as general community services and available resources.

RESEARCH

The resource room program is involved in research projects with several colleges and universities in the New York City area. The emphasis of the research is to investigate the efficacy of certain methods and materials available to resource room teachers.

SUMMARY

The purpose of the Resource Room Program in New York City is to provide an alternative service model to educating students whose learning and/or behavioral problems cannot be handled in the regular classroom alone. In order to offer an educational program in the least restrictive environment, the resource room is a link between special and regular education. The resource room teacher works closely with the regular classroom teacher to develop programmatic adaptations to the regular curriculum.

An Administrative Perspective

(Continued from Page 9)

and finally good communication.

Failure to adhere to due process procedures can be a financially costly process as well as the start of poor parent/school relations wherein the school is seen as an adversary of the child rather than an advocate.

Finally, it is not an easy task to find impartial hearing officers who possess an awareness of the legal and educational process especially as it pertains to handicapped students.

There is a growing interest among lawyers in the legal implication of P.L. 94-142, and as such, there is an increasing number of lawyers serving as hearing officers or legal advocates. However, more than just an understanding of the law is necessary in order to be a competent hearing officer.

EXCESS COST

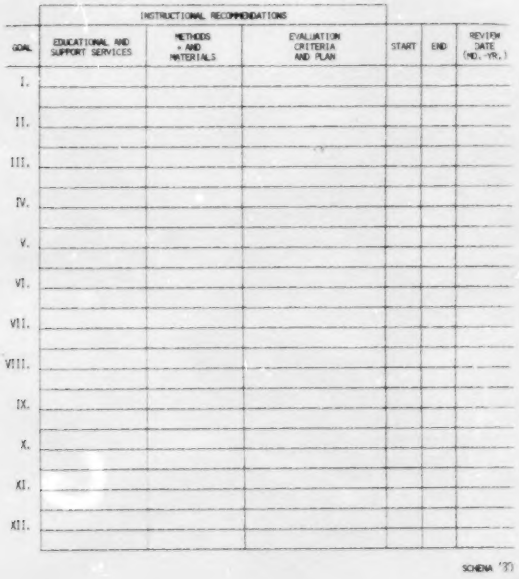
There is still confusion as to how much state aid should be granted for students with learning disabilities. The related services, appeals and availability

of summer C.O.H. meetings are just a few of the excess cost items. It is a staggering task to attempt to figure out all of the man hours that are needed to process a student from identification to placement with all of the necessary supportive services. Yet, administrators must be able to project and defend these costs during budget preparations.

In conclusion, there are indeed many vexing issues and problems facing administrators of the special education program, especially L.D. programs. However, we are dealing with a topic whose time has come and we should view it as an opportunity rather than an obligation to properly serve a heretofore disenfranchised segment of our society. Certainly, this paper is not all inclusive in detailing the issues facing administrators in implementing L.D. programs but hopefully some of the issues covered will generate continued thoughts for some and solutions for others.

A Modified IEP Responds

(Continued from Page 10)



	INSTRUCTIONAL RECOMMENDATIONS					
GOAL	EDUCATIONAL AND SUPPORT SERVICES	METHODS + AND MATERIALS	EVALUATION CRITERIA AND PLAN	START	END	REVIEW DATE (MO.-YR.)
I.						
II.						
III.						
IV.						
V.						
VI.						
VII.						
VIII.						
IX.						
X.						
XI.						
XII.						

SCHEMA '80

Instructional Plan

Typically, the teacher's first formal involvement with the I.E.P. process begins when handed the Total Service Plan or equivalent. With the form comes the primary objective of translating the Total Service Plan into an appropriate Instructional Plan.

After reviewing the case history and the Total Service Plan, the teacher has the data to write the Instructional Plan. Our experience suggests validation of the biographical data through personal observation to be an important interim step.

Writing the Instructional Plan begins by transferring a goal (by number) from the Total Service Plan to the Instructional Plan. Representing this goal with a few carefully constructed behavior objectives is the second task. Note that the objectives have been divided into component parts for ease of interpretation and skimming. As an example, under "Objective" only the behavior is listed in the action verb form. In "Evaluation" the criteria and condition components are added to complete the traditional Mager-type objective. The result is a neater, more readable presentation. To complete the "Evaluation" section, "type" refers to major evaluation strategies such as criterion-referenced, norm-referenced, and/or summative and formative. The Local Education Agency (L.E.A.) should define the organizational schema to be used here.

For each goal listed in the first column (2-4 goals are common), it is typical to construct 3-6 objectives in the second column. Considerable practice is required to present a year's instruction with some two dozen objectives, but those discussions fall outside this brief text. To continue, the numbering of goals (I. II...) should be carried across columns to facilitate reading. For example, Goal I has objectives named I.A., I.B., and so forth. Similarly, Objective I.A. is also placed in each of the remaining columns to the right so a reader will immediately identify a specific entry with a specific objective and goal.

"Percent of Time" is to be expressed as an approximate percentage of total instructional time allocated each specific objective. This helps ensure an integrated consideration of prioritized goals, specific objective, and total instructional time available during the year.

The "Start" and "End" columns are for indicating instructional timing, sequence, and duration by specific objective.

Categorization by "Domain" in the next column provides an opportunity to identify the objective with the primary category. Primary is an important concept since much overlap is common. Consideration of this overlap results in additional sensitivity to the specific and general interaction among and between objectives

It is our opinion that the remaining two columns contribute the most to instruction. From specific, pre-determined entries the teacher can quickly organize and prepare for forthcoming learning activities. Daily lesson plan requirements can be extrapolated smoothly and with continuity. The process of researching, identifying, and integrating the strategies and resources for an extended instructional period contribute considerably to a comprehensive and well-balanced plan. It will then serve as a daily remainder (monitor) to the teacher and an effective communication vehicle. Past, current, and projected instruction can be relayed to colleagues, administrators, students, and parents upon short notification or as part of a systematic plan.

In total, we believe this form is an efficient one if operationalized in a serious way. It can reduce total planning time by placing the bulk of planning at the pre-instructional phase where it belongs. This will free teachers to provide the maximum amount of direct instruction.

IEP - INSTRUCTIONAL PLAN NUMBER_____

		EVALUATION			
GOAL	OBJECTIVE	CRITERIA FOR ACCEPTABLE PERFORMANCE	CONDITIONS	TYPE	PERCENT OF TIME

SCHEMA '80

START	END	DOMAIN C	DOMAIN A	DOMAIN P	STRATEGIES AND/OR TECHNIQUES	MATERIALS AND/OR RESOURCES

PARENTAL APPROVAL_____ DATE_____

SCHEMA '80

The Teacher Asst.

(Continued from Page 11)

development of programs on a more objective criteria that compensates for the tendency to rely solely on subjective data.

The special need for a great deal of one-to-one contact between child and adult requires that more than one adult be present in the classroom. Since both adults must be actively involved in the teaching process, it is necessary for both to be able to function as members of the professional staff. This is true even though the teacher has the ultimate responsibility for making those decisions regarding the children and their program. The success of the program also requires a special relationship between the teacher and the teaching assistant. They must be able to work cooperatively and be able to freely share ideas, concerns and comments regarding the children, their program and their progress. The relationship of the adults must foster those ideals and goals that the children have for their own academic and social growth.

All of the above is done in consultation between the teacher and the teaching assistant. One might compare the relationship of the two similarly to the relationship between the doctor and the pharmacist. One writes the prescription and the other carries it out.

Guidance and Mainstreaming

(Continued from Page 12)

familiar with major counseling orientations and focus upon those orientations that seem most acceptable with the person's own personality, the philosophy of the school, and the objectives of the guidance-counseling program. An important factor to keep in mind is that almost all counseling approaches are successful with some students, if selectively used. The involvement and commitment of counselors and other school personnel with the total school population in an undifferentiated guidance program is seen as a way of insuring a more viable integration of all students into the school, and subsequently adult society.

As a rich and diverse literature in the area of guidance in the mainstream is developed, as school's administrators, counselors, and teachers are retrained to deal more effectively with a multi-modal population, and as curriculums and programs emerge that reflect a change and commitment to educating the next generation, it is well to keep in mind the mission of guidance, i.e., respect for every student, opportunities for reflection, freedom of expression, acceptance of self and others, and the acquirement of confidence. The insights and activities of special educators, regular classroom teachers, school psychologists, school nurses, aides, supervisors, administrators,

community representatives, and counselors working as a team, coordinated and united toward behavioral changes and environmental alterations will hasten to actualize the many needs of mainstream program's problems.

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children and adults. We interpret this to indicate that a problem facing this particular sample of LD children is not one of CNS dysfunction represented by their CMF test scores. Rather than looking for neurological deficiencies, one might turn more to skill-based deficiencies to explain their disabilities. This interpretation is consistent with the approach taken by Johnson and Morasky (1980).

On the other hand, the EMR sample results are interpreted to suggest CMF similar to that of the younger children. Such an interpretation leaves open the possible interpretation of neurological as well as skill based deficits.

There are, of course, limits to which we might generalize these results. Our samples were taken from Northern and Western New York State, and no screening procedure was imposed other than those used by the specific school district in placing their children in particular classrooms. Yet, these results provide interesting hints (if you believe for the moment that the present sample is relatively representative of some LD children) regarding the structure of LD behavior as similar to that of "normal" individuals.

These results also point to another important issue not often raised in LD research. A great many LD's effect our children. I would like to suggest that further research in the area of LD focus on the development of a taxonomy. A basic research question might be: "What children with what skill or behavior deficits produce what types of change given a particular method of remediation." Given this classification system, we can begin to examine relevant variables within their context. Certainly, a token reward system works for some children, but it does not work for others. Examination of the educational characteristics and styles of these children might provide information relevant to their future success and the success of those who are similar. Also, as we know from the literature on counseling and therapeutic techniques, different behavior change agents with different styles effect different types of change. It would appear useful to attempt to categorize on the basis of psychometrically defined criteria those characteristics which tend to produce optimum change with children who display specific, psychometrically assessed behaviors. This is not a throw back to the old trait theorist notions of the early 1900's, but an attempt to bring together behavioral technology and traditional psychometric assessment in an effort to discover another part of the lawfulness of human behavior.

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Five Faces of Cognition

(Continued from Page 5)

Conclusions

Clearly, although there are distinctions among these orientations, there are also points of overlap. In many instances the distinctions are among points of emphasis. Several important relations among these "faces of cognition", however, need to be made explicit. The study of metacognition overlaps with the work in information processing and with genetic epistemology, especially at the level of formal operations during which "reflected thinking" is achieved (Piaget, 1977). CBM differs from Brown and Flavell's work in metacognition in that its goal is more improvement in academic achievement and task-attack strategies than the child's understanding her own thinking and problem-solving strategies. The specific abilities model is entirely different in that it is based on discrete isolable abilities which are thought to be prerequisite to conceptual learning. It is the most static and restricted and, therefore, the least promising

of the orientations described. Although it is true that the "cognitions" described in this paper are of one family, they appear to be as diverse as the members of the rose family described in Robert Frost's famous poem.

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[1]The order of authorship is alphabetical.

[2]The term *genetic* comes from the French word meaning development (not genes or maturation). Epistemology is the study of knowing. Genetic epistemology is, therefore, the study of the development of knowledge.

Professional News

Send information on special awards and honors, professional moves, retirements, grants, articles and book publications, workshop presentations to PROFESSIONAL NEWS ASSISTANT EDITOR (see p. 2 for address).

Dr. Eileen Corcoran (Chapter #37) was appointed by Governor Carey to a 3-year term to the Board of Visitors Advisory Council to the Commission on the Quality of Care of the Mentally Disabled. This commission oversees all Mental Health and OMRDD facilities. Corcoran is also a member of the Board of Visitors for Monroe Developmental Center. . .Dr. S.W. Johnson has resigned his position of Treasurer of New York State CEC due to his moving to Anchorage, Alaska, where he will be Dean of the College of Education of the University of Alaska. Johnson has been a professor of psychology at Plattsburgh State and New York State DCLD President. The state membership wishes him well in his move. . .John Thompson (Chapter #402) was elected Secretary of the Association of New York State Educators of the Emotionally Disturbed (ANYSEED) at the 15th annual conference and presented a workshop on grantsmanship. Thompson, Director of Education at Wyndham Lawn Home for Children in Lockport, earlier this year was also elected Chairman of the Upstate Group Education Committee of New York State Council of Voluntary Child Caring Agencies.

NEW YORK STATE ASSOCIATION OF EDUCATORS OF THE DEAF

22nd Convention

November 12, 13, & 14th, 1980

Grossingers Conference Center, Grossinger, New York

Theme—*"Challenge — Child Unlimited"*

Host School—St. Francis de Sales School for the Deaf

260 Eastern Parkway

Brooklyn, New York 11225

Ballots will be mailed first class to all CEC members by the second week in July. Ballots will include instructions for return.

The June 1, 1980 mailing label list from national CEC will be used for the mailing of ballots. Therefore, anyone not receiving a ballot should contact Dr. Eileen Corcoran, 64 Centennial Avenue, Brockport, New York 14420.

Candidates For State CEC Office

Candidate for Vice-President

Alexander P. Tureaud, Director, Special Education, White Plains City School District.

CEC Participation

Active member of the Council for Exceptional Children since 1965 and organized Chapter #615, White Plains, in 1968, and served as President. Served as a Regional Representative of State CEC Federation for three years and also acting State Treasurer, CEC, for one year.

Statement

The Council for Exceptional Children has made a positive contribution to my professional growth since I entered the field more than fifteen years ago. In addition to being an active CEC member, I have served our State CEC Federation in many capacities. A few years ago, I served as acting State CEC Treasurer for a colleague who was on sabbatical leave.

As a candidate, I offer my energy and interest in continuing the activities of the organization.

Candidate for Secretary

Dr. Stanley A. Winters, Coordinator, Special Education Program, Queens College, CUNY.

CEC Participation

Incumbent Secretary, State CEC; founder of State CEC Chapter #805; participant at State and National CEC conventions, NYS Regional Representative for Long Island—1978-1979.

Statement

I have been a teacher, psychologist, administrator, consultant and teacher trainer in the field of special education. I would like to continue working toward making our state organization the best in the country.

Candidates for Regional Representative—New York Region 2

(Manhattan, Bronx, & Richmond)

H. Roberta Arrigo, Bi-Lingual Coordinator, Office of Student Support Services, New York City Division of Special Education.

CEC Participation

Active member Queens, New York Chapter #1002; CEDS Division—Chairperson, Ad Hoc Committee on Affiliations, Vice President, President Elect, and presently President; Member, Inter-Divisional Caucus; Member, Minority Groups Committee (National CEC); Co-founder, Hispanic Caucus.

Statement

The local chapters are the grass roots organization of the larger CEC and the State Federations. They serve to develop leadership, promote professional growth and provide a forum for mutual concerns.

New York City is now in the midst of far reaching changes in the model for delivery of services to exceptional individuals. An active chapter is the surest means of understanding those changes, but, more importantly, of providing the feedback so necessary to insure that these changes are truly for the benefit of the children served.

My goals will be to work with the Chapters, strengthening and revitalizing them and supporting them in achieving whatever goals they set for themselves.

Elizabeth Teahan, Teacher of Physically Handicapped Children at Community School 150 in the South Bronx.

CEC Participation

Active member and Past President of the Greater New York Chapter #472 of CEC.

Statement

I wish to run for the office of Regional Representative because I would like to work toward strengthening the ties between the local chapters of C.E.C. and the N.Y.S. Federation. I feel this is particularly important now as we approach 1981, the International Year of Disabled Persons, when CEC's role in providing leadership will come into sharper focus.

MARCH, 1980

DEAR COLLEAGUES,

WE ARE REALLY EXCITED ABOUT OUR FIRST EVER CONSORTIUM CONVENTION. THE PLANNING COMMITTEE HAS ESTABLISHED AS THE THEME ADVOCACY- CONCERN - TRANSITION. THESE CONCEPTS WILL PROVIDE THE FORMAT FOR THE CONVENTION PROGRAM.

THE CONCORD HOTEL, WITH ITS MAGNIFICENT FACILITIES, HAS BEEN SELECTED AS THE CONVENTION SITE. ACT NOW BY MARKING THE DATES OF NOVEMBER 14, 15, 16, 1980, ON YOUR CALENDER. YOUR PARTICIPATION IS NECESSARY IF THIS JOINT EFFORT IS TO SUCCEED.

SINCERELY YOURS,

BARBARA MACCASLAND
A.A.M.D.

GARY CARMAN
C.E.C.

ROSLYN ROSEN
N.Y.S.A.T.H.

A partial listing of workshops includes:

Teacher burn-out

Behavior Management

Teaching Reading, Writing and Math Skills to the Moderately and Mildly Retarded Child

Vocational Training

The Social Worker, the Developmentally Disabled Child and His Family

What is a "Good Assessment?" A Multi-Discipline Approach

Genetics

Effect of Recent Court Decisions on the Delivery of Service to Developmentally Disabled

Community Programming for the Severely and Professionally Retarded Child

Sexuality and the Developmentally Disabled Client

N.Y.S. ASSN. OF TEACHERS OF THE HANDICAPPED, INC.

THE COUNCIL FOR EXCEPTIONAL CHILDREN

AMERICAN ASSN ON MENTAL DEFICIENCY

CONSORTIUM CONVENTION 1980

C O N C O R D H O T E L

Kiamesha Lake, N.Y.
Friday - Sunday, November 14 - 16, 1980

T H E M E : ADVOCACY CONCERN TRANSITION

YOUR ATTENDANCE at the 1980 Consortium Convention affords the promise of participating in stimulating workshops and the opportunity to establish additional "networks of professional assistance" throughout the state. Mail in your pre-registration form today.

CONVENTION PRE-REGISTRATION FORM

REDUCED FEE FOR PRE-REGISTRATION (All fees will be increased by $5.00 for members and non-members and $2.50 for students during the conference.)

PLEASE CHECK	MEMBERS**	STUDENT*	NON-MEMBERS
( ) FULL CONFERENCE	$15.00	$ 5.00	$ 20.00
( ) ONE DAY (check day below)	10.00	2.50	15.00
Friday ( ) Saturday ( )			

Name _____ Identification # _____
(see back of membership card)

Address _____ Phone(Area Code) _____

Institution _____ Program _____

Advisor's Signature _____

AFFILIATION: ( ) AAMD ( ) CEC ( ) NYSATH ( ) Student ( ) None

REGISTRATION INSTRUCTIONS: (1) Check all items which pertain to you. (2) Only one person to each form. (3) Make your check or money order payable to Consortium Convention 1980. (4) Mail Pre-Registration Form and check/money order to: CAROL BAIMER, 1473 Caton Avenue, Elmira, N.Y. 14904.

PAYMENT MUST ACCOMPANY YOUR PRE-REGISTRATION FORM OR IT WILL BE RETURNED

*FULL TIME STUDENTS only may register for the reduced fee. Those people who hold a full time paid position in addition to being a full time student WILL NOT be considered students for registration purposes.

**NYSATH 1980-81 Members

AN EDUCATIONAL EXPERIENCE - A MINI VACATION - THE CONCORD '80

Viewpoint

(Continued from Page 3)

With the emphasis on learning, Schworm addresses the need to be concerned more with the Instructional process and less with the categorical label. Leach & Quinby not only expand on this view but describe a broader concept of resource room services. While East Aurora may be somewhat removed from New York City, Luchow et. al. provide a description of a resource room program involving similar concerns, procedures, and efforts. Burwell provides an administrator's view of the many factors and potential problems that must be considered in implementing a program for learning disabled students. Almost as a response to Burwell's comments regarding the confusion and frustration associated with I.E.P. writing, Schena offers not just an I.E.P. model but a procedure for its design and implementation. The articles by Broth and Smith emphasize the partnership needed in providing for the needs of the learning disabled. From the teacher assistant role as outlined by Broth to the guidance mainstreaming role described by Smith, professionals must work together in order to provide effective services. Shifting to the research perspective, Gould describes his work in attempting to delineate a taxonomy of specific learning disabilities. Hresko & Reid discuss the varying theoretical views of cognition as related to instructional strategies for the learning disabled. Finally, Johnson describes the efforts and goals of a new professional organization in the state that hopes to incorporate all points of view in its activities on behalf of the field and the handicapping condition.

the FORUM

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